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ABSTRACT

This teaching guide focuses on the German-American immigrant experiences and the contribution of Levi Strauss. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. The objective for this unit is to acquaint the student with the German immigration experiences, immigration processes, and Strauss' contributions, namely, the imaginative and creative use of denim. Content focuses on definitions, discussion of reasons for immigration, immigration and citizenship procedures, comparison of 19th century economic opportunities available in America and Europe, and listing uses of denim in contemporary society. Planned as a supplement for social studies courses, suggested time allotment is two weeks. The guide includes a pretest, a posttest, five behavioral objectives accompanied by instructional strategies, and a listing of facilitating materials. A bibliography concludes the unit. (Author/CK)

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ETHNIC STUDIES

GERMAN-AMERICAN PROFILES AND CONTRIBUTIONS--LEVI STRAUSS

Experimental Unit

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ETHNIC HERITAGE PROJECT

1976-1977

Jefferson County Public Schools, Louisville, Kentucky

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ETHNIC HERITAGE STUDIES: GERMAN-AMERICAN PROFILES AND CONTRIBUTIONS--LEVI STRAUSS

Experimental Unit, 1976

Preliminary Draft

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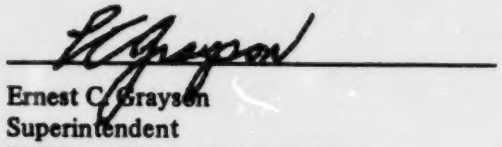
FOREWORD

Recognizing the value of an ethnic studies program as a vehicle for promoting positive attitudes toward cultural diversity, Jefferson County Public Schools curriculum writers and teachers, in conjunction with representatives of the University of Louisville and the Bicentennial Committee of the Louisville Chamber of Commerce, have examined present ethnic studies courses of the Jefferson County Public Schools and have developed components for these courses.

Funded by the United States Office of Education, the newly developed units focus on increasing understanding and appreciation of the diversity among ethnic groups represented in the Greater Louisville community.

The units will be tested and evaluated in pilot classrooms during the 1976-1977 school year.



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RATIONALE FOR ETHNIC STUDIES

The recognition of cultural pluralism as intrinsic in society in the United States is receiving increased attention from the nation's educators who realize that cultural diversity manifests itself daily in the classroom and often is the source of communication breakdown, misunderstanding, and conflict.

Consequently, school systems across the country are seeking to develop a variety of curriculum offerings that will deal with this cultural diversity in substantive and affirmative ways.

The Jefferson County Public Schools became directly involved in this search as the result of a grant from the United States Office of Education for the development of an Ethnic Studies Program in local schools. The grant resulted from a joint proposal by the University of Louisville, the Jefferson County Public Schools, and the Louisville Chamber of Commerce.

To meet grant guidelines, a curriculum writing committee comprised of local instructional leaders and teachers met during the months of July and August, 1976, to develop criteria for an ethnic studies program, to analyze present ethnic studies courses, to construct model units for implementation in county classrooms, and to plan ethnic fairs in six county schools.

PROGRAM CRITERIA

The Curriculum Writing Committee for the Ethnic Studies Program believes that an Ethnic Studies Program should cross disciplinary lines throughout the curriculum and must include the examination of major ethnic groups represented in American society.

The committee further believes that the specific characteristics listed below mark a definitive ethnic studies program and should be reflected, in varying degrees, in individual ethnic studies courses.

Characteristics

An Ethnic Studies Program, logically:

1. Emphasizes the universality of human needs
2. Explores the experiences and contributions of ethnic groups
3. Analyzes the relationships between ethnic groups
4. Develops a historical perspective of ethnic groups
5. Provides a balanced accurate and impartial treatment of ethnic groups
6. Analyzes ethnic myths and stereotypes
7. Contains interdisciplinary elements
8. Explores future prospects of ethnic groups
9. Endorses the principle of social equality of individuals
10. Focuses on attitudes and values of ethnic groups
11. Promotes individual self-awareness and feelings of self worth
12. Seeks accommodation, appreciation and acceptance of cultural diversity

Unit Title: _____

Unit Description/Purpose: _____

_____

	YES	NO	NOT APPLICABLE
Emphasizes the universality of human needs			
Explores the experiences and contributions of ethnic groups			
Analyzes the relationships between ethnic groups			
Develops a historical perspective of ethnic groups			
Provides a balanced accurate and impartial treatment of ethnic groups			
Analyzes ethnic myths and stereotypes			
Contains interdisciplinary elements			
Explores future prospects of ethnic groups			
Endorses the principle of social equality of individuals			
Focuses on attitudes and values of ethnic groups			
Promotes individual self-awareness and feelings of self worth			
Seeks accommodation, appreciation and acceptance of cultural diversity			

ETHNIC STUDIES: GERMAN-AMERICAN PROFILES AND CONTRIBUTIONS--LEVI STRAUSS

Description of the Unit

This unit focuses on the German-American immigrant experiences and contributions of Levi Strauss. The unit is offered as a supplement to Social Studies 102, Social Studies 202, Social Studies 302, and Social Studies 408.

Suggested Time

Two weeks

General Objective

Acquaints students with the German-American immigrant experiences and contributions of Levi Strauss.

Concepts

Immigration
Assimilation
Discrimination
Prejudice
Free Enterprise
Economic Opportunity

PRETEST

German-American Profiles and Contributions: Levi Strauss

Match the terms with concepts by placing the letter for the term in the blank in front of the phrase which defines it.

1. ____ The process by which imigrants or other newcomers are brought to adopt the attitudes and cultural patterns of the society into which they have come

2. ____ Entrance of a person into a new country for the purpose of establishing permanent residence

3. ____ The right of private business to select and operate undertakings for profit with a minimum of control or regulation on the part of government

4. ____ An opinion formed without taking time and care to judge fairly

5. ____ The act of making or recognizing differences and distinctions or treating a person or group in ways that prevent them from achieving equality

A. Prejudice

B. Assimilation

C. Immigration

D. Free Enterprise

E. Discrimination

F. Economic Opportunity

Write true or false in the blank beside each sentence.

6. ____ Levi Strauss, a German-Jewish tentmaker, invented the clothing most often associated with America.

7. ____ Levi Strauss immigrated to America because of his exclusive desire to be adventuresome and to see the world.

8. ____ Current United States entrance requirements and procedures for obtaining United States citizenship are lax and easy when compared to the immigration experience of Levi Strauss in the mid-nineteenth century America.

9. ____ Given the "Jewish Experience" of nineteenth century Germany, Levi Strauss and his brothers were amazed and highly appreciative of the American economic practices of "Free Enterprise" and "Economic Opportunities for All."

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10. ____ Denim was originally "coined" and manufactured from the French manufacturing center of Nimes.

11. ____ The contemporary usage of denim is widespread throughout the world of work and recreation in the United States.

12. ____ America owes much to Herr Levi Strauss for our imaginative and creative usage of the fabric, denim.

Behavioral Objective 1

Having participated in instructional activities that introduce the concepts for the unit, the student will write a one-sentence definition and a sentence for each term.

Instructional Strategies	Facilitating Materials
Put concept terms (see list, p. 1) on chalkboard on first day of unit. Explain that terms will be referred to throughout the unit. Pronounce the words and use in a sentence. Ask students to list synonyms for as many of the terms as they can. Put student synonyms on board. Assign, as a continuing project, the development of student definitions for each term. Review the list with the class at least once daily. Refer to original list of synonyms as unit develops.	

Behavioral Objective 2

Having completed a teacher-selected reading, the student will list and discuss reasons for the immigration of Levi Strauss to America.

Instructional Strategies	Facilitating Materials
Organize small groups to discuss and share their findings (list) with the class.	Rose, Peter I., ed. Many Peoples, One Nation, "Levi Strauss, Forgotten Pioneer," pp. 131-145.

Behavioral Objective 3

Having completed teacher-assigned reading and research on United States immigration practices, the student will list, chart, and compare current United States entrance requirements, procedures for immigration and for obtaining citizenship with the experiences of Levi Strauss in 1848.

Instructional Strategies

Have students use chart similar to the model below. Ask students to simulate immigration practices by role playing Strauss and an immigration agent or a contemporary immigrant and immigration agent.

Facilitating Materials

Rose, Peter I., ed. Many Peoples, One Nation, "Levi Strauss, Forgotten Pioneer," pp. 135-136.

United States Immigration Laws.
Naturalization Requirements and General Information.

	Then	Now
Immigration Practices		
Procedures for Obtaining Permission to Immigrate		
Procedures for Obtaining United States Citizenship		

Behavioral Objective 4

Having completed a teacher-assigned reading and having defined and discussed the concepts of free enterprise and economic opportunity, the student, assuming the role of an "established" immigrant in nineteenth century United States, will compare and contrast economic opportunities available in nineteenth century America with those in nineteenth century Europe by writing a letter to a relative in nineteenth century Europe.

Instructional Strategies	Facilitating Materials
Discuss economic reasons for immigration with the class. Give students the following suggestions: Students may assume the role of one of Levi's brothers in New York and write a letter to Levi from Willie or Jacob Strauss describing opportunities available to German Jews in America--as opposed to the types of discrimination and prejudice suffered by German Jews in mid-nineteenth century Germany.	Rose, Peter I., ed. Many Peoples, One Nation, "Levi Strauss, Forgotten Pioneer," pp. 131-145.

Behavioral Objective 5

Having completed a teacher-selected reading and having discussed the contributions of Levi Strauss to America, the student will participate (1) in the development of a class listing of the many uses of denim in our society today and (2) in the construction of a class bulletin-board collage which shows the many uses of denim in America.

Instructional Strategies	Facilitating Materials
Brainstorm uses of denim in America today; put list on board, organize student committees for bulletin-board collage. Lead class discussion of the impact of denim on American lifestyle. Develop conclusion. Ask: How do the listings and the collage support your conclusion? Students may wish to engage in a denim fashion fair and conduct a "Denim Fashion Contest" to emphasize further the contributions of Levi Strauss to contemporary American lifestyles.	Ibid., pp. 131-145.

POST TEST

German-American Profiles and Contributions: Levi Strauss

1. Define each of the following terms. Write one sentence using each term.

Prejudice _____

_____

Assimilation _____

_____

Immigration _____

_____

Free enterprise _____

_____

Discrimination _____

_____

Economic opportunity _____

_____

2.

	Then	Now
Immigration Practices		
Procedures for Obtaining Permission to Immigrate		
Procedures for Obtaining United States Citizenship		

3. List three reasons for Levi Strauss' immigration to the United States.

4. List a minimum of five uses of denim in America today.

5. Name one condition in nineteenth century Europe that Levi Strauss wanted to get away from; list one condition in nineteenth century America that he hoped to find.

BIBLIOGRAPHY*

DAR Manual for Citizenship. Washington, D.C.: National Society Daughters of the American Revolution, 1974.

Naturalization Requirements and General Information. Washington, D.C.: Immigration and Naturalization Service, U. S. Justice Department, 1974. J21.2:N21/4/974

Rose, Peter I., ed. Many Peoples, One Nation. New York: Random House/ Singer School Division, 1973.

United States Immigration Laws. Washington, D.C.: Immigration and Naturalization Service, U. S. Justice Department, 1972. J21:5/2:IM6/972

(The pamphlets above are available through the Naturalization Section, U. S. District Court, 601 West Broadway, Louisville, Ky. Call Mary Messina at 582-6411.

*If materials are not available in the school, telephone the Ethnic Heritage Studies Project Office at Education Development Center (436-3270).

BOOK SELECTION AND REEVALUATION POLICY

Objectives

The primary objective of the school materials center is to implement, enrich and support the educational program of the school.

The school materials center should contribute to the social, intellectual, cultural and spiritual development of the students.

Selection

Materials for the school materials center should be selected by librarians in consultation with administrators, supervisors, faculty members, students and parents.

Reputable, unbiased, professionally prepared selection aids should be consulted as guides.

Criteria for selection

Selection should consider the needs of the individual school based on a knowledge of the curriculum and on requests from administrators and teachers.

Consideration should be given to individual students based on a knowledge of elementary and secondary youth and on requests of parents and students.

Selection should provide for a wide range of materials on all levels of difficulty, with a diversity of appeal and the presentation of different points of view.

The instructional materials should have high literary value.

Materials should have superior format.

Jefferson County Public Schools. Key to Policies and Procedures for Librarians. Louisville, Ky.: Jefferson County Board of Education, 1969.

BOOK SELECTION AND MATERIAL REEVALUATION PROCEDURES

Revised June 27, 1969

We seek to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights, and to instill appreciation of the values of individual personality. It is recognized that these democratic values can best be transmitted in an atmosphere which is free from censorship and artificial restraints upon free inquiry and learning and in which academic freedom for teacher and student is encouraged.

It is further recognized that there are areas of such a controversial or questionable nature that some restraints upon complete academic freedom are necessary.

The Jefferson County Board of Education wishes to meet ignorance, hatred and prejudice not with more ignorance, hatred and prejudice; but with understanding, goodness, and reason. Therein no individual will be allowed to impose his personal views in any subject area, and the best professional behavior and individual thought will be expected at all times. When political, moral or social problems arise within the classroom as topics of discussion or study, opportunities for opposing points of view must be provided.

The Board of Education does not advocate a policy of censorship, but a practice of judicious selection of materials to be used with students in the classrooms of Jefferson County Public Schools, and wants only to be helpful to the teachers in providing good learning experiences for boys and girls. Teachers shall use prudent judgment in determining whether materials are of such nature and shall submit items to their principal and supervisors for approval before inclusion in their instructional programs. Should such material be selected for inclusion in a teacher's curriculum guide, and objections to same evolve, the Board insists upon the following.

Individuals involved will be provided an opportunity to discuss the matter fully with local school personnel.

The materials reevaluation procedure will be initiated and conclusions reported to the school and individuals involved. See attached BOOK SELECTION AND MATERIALS REEVALUATION POLICY.

With reference to library books per se and book selection, the form used in 1963-69 and the years before may be used. See attached CITIZEN'S REQUEST FOR REEVALUATION OF MATERIAL.

Furthermore, in recognition of the scope of this problem, the Board encourages the administrations of the local schools to form panels of qualified persons, appointed fairly (e.g., teacher, parents and other school and community representatives) to consider materials to be used in the curriculums that might have an adverse effect on students. In addition, the Board suggests that individual school departments be encouraged to consider, read and review all supplementary curricular inclusions that might be offensive politically, socially or otherwise.

BOOK SELECTION AND MATERIALS REEVALUATION POLICY

Individuals, organizations, or groups who challenge or criticize instructional materials shall be asked to complete the form Citizen's Request for Reevaluation of Material comparable to that suggested by the National Council of Teachers of English.

After completing the above mentioned form, a school committee composed of the teacher in the subject area, the principal, the supervisor and the librarian shall review with the complainant the written criticisms and attempt to reach a decision concerning the complaint.

If a decision is not reached which is satisfactory to the complainant, the principal shall request the Associate Superintendent for Instruction to delegate a central committee to review and make a final decision concerning the disposition of the complaint. This decision will be reported back to the principal by the Associate Superintendent for Instruction. This central committee shall be composed of an administrator, a supervisor in the subject area under question, a classroom teacher in the subject area, the Coordinator of Library Services and a mature* parent, preferably from the school district from which the complaint orginates. No member of the central committee shall have been a member of the local school committee with the exception of the supervisor.

The materials involved shall have been withdrawn from general circulation and use pending a decision in writing by the central committee.

However, in the event the complainant does not concur with the decision, he may request that this child be excused from any contact with the objectionable subject matter. Such requests will be honored.

*The word mature in this context applies to all members of the committee and means highly developed or advanced in intellect, moral qualities and outlook.

The materials center in each school should have on file "Citizen's Request for Reconsideration of a Book" from The Students' Right to Read. Reprinted by permission of the National Council of Teachers of English, October 16, 1963.

CITIZEN'S REQUEST FOR REEVALUATION OF MATERIAL

Type of Material _____Book _____Filmstrip _____Lecture _____Film _____Record _____Other

Author (if known) _____

Title _____

Publisher (if known) _____

Request initiated by _____

Telephone _____ Address _____

Complainant represents:

_____himself

_____organizations (Name) _____

_____other group (Name) _____

1. To what in the material do you object? (Please be specific) _____

_____

2. What do you feel might be the result of exposure to the material? _____

_____

3. For what age group would you recommend this material? _____

4. Is there anything good about this material? _____

5. Did you inspect all of this material carefully? _____ What parts? _____

_____

6. Are you aware of the judgment of this material by critics? _____

7. What do you believe is the theme or main idea in this material? _____

_____

8. Which of the following would you like the school to do with this material?

_____refrain from assigning it to your child
_____withdraw it from all students
_____refer it to the committee for reevaluation

9. In its place, what material, if any, would you recommend that would convey as valuable a picture and perspective of our civilization? _____

_____

Signature of Complainant _____

The Ethnic Heritage Studies Project is sponsored by the Jefferson County Public School System, the University of Louisville, and the Louisville Bicentennial Corporation of the Chamber of Commerce and is partially funded by the United States Office of Education. The unit is being used exclusively by selected teachers in the Jefferson County Public Schools.